

RHYME RECOGNITION PROGRESS MONITORING

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

RHYMING Rhyme Recognition – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is pairs judged correctly out of 10.

The teacher says two words and the student says whether they rhyme. Five rhyming and five non-rhyming pairs on every form, in random order, so a student who answers yes to everything scores five out of ten and is caught. The student does not read this page; it is the teacher's list.

Sample goal — Invented; edit every bracket to fit the student.
By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for 9 of 10 pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

BY (DATE) _____ CRITERION (SCORE OUT OF 10, OR PERCENT) _____

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) _____ ON ____ OF ____ CONSECUTIVE PROBES _____

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE) _____ AS MEASURED BY (THIS PROBE: RHYMING, FORMS A-F, PAGE 5-10) _____

Baseline: give Forms A, B and C on three days and take the middle score

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	NOTES

Giving and scoring the probe

- ☐ This is a listening task. Do not show the page to the student; you read from it and mark on it.
- ☐ Say: "I will say two words. Tell me if they rhyme. Cat, hat — those rhyme. Cat, dog — those do not. Ready?"
- ☐ Correct yes or no, correctly, within about 3 seconds. Five of the ten pairs rhyme and five do not; if the student answers the same way to all ten, the score of five means nothing and the notes should say so.
- ☐ Untimed. Score all ten.

RHYMING Rhyme Recognition – Form A

TEACHER COPY: Say both words. The student says whether they rhyme. Untimed.

NAME _____ DATE _____ FORM **A** untimed - 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for 9 of 10 pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

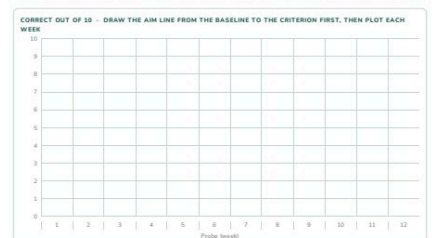
GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

log ☐ man	bug ☐ nest
rain ☐ door	ten ☐ cup
seat ☐ meat	tail ☐ mail
meat ☐ plug	ride ☐ side
bug ☐ rug	bake ☐ snake

RHYMING Rhyme Recognition – Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT _____ CRITERION / AIM _____ GOAL DATE _____



DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHING)

RHYMING Rhyme Recognition – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER _____ SKILL (AS THE GOAL WORDS IT) _____ MARKING PERIOD _____

STUDENT	BASILINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

- ☐ One row per student who has a goal on this skill. Baseline is the median of the first three probes.
- ☐ One column per weekly probe. Write the score out of 10, not a percent, so the rows compare.
- ☐ Trend up, flat or down over the last four probes. That word, not the last score, is what the decision follows.
- ☐ Decision keep going, change the teaching, or raise

What it is for

Grouping: When six students sit on the same goal, the individual graphs answer "how is this child doing" and nothing answers "who needs the same fifteen minutes." Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

EXAMPLE A Filled-In Data Log (Invented Student)

Beau is invented. Twelve weekly probes on rhyme recognition, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Beau, preschool (invented)

By May 20, when the teacher says 10 pairs of words, Beau will say correctly whether the words rhyme for 9 of 10 pairs on 3 consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	9/8	A	5	5	5	baseline
2	9/9	B	5	5	5	baseline
3	9/10	C	5	5	5	baseline (median of 5, 5, 5 = 5)
4	9/17	D	5	5	5	answered yes to all ten in week one; a score of 5 that meant nothing
5	9/24	E	6	4	6	same pattern
6	10/1	F	5	5	5	3 under aim line: taught no-pairs first, with two very different words
7	10/8	A	7	3	7	--
8	10/15	B	8	2	8	--
9	10/22	C	8	2	8	errors narrowing to one pattern
10	10/29	D	8	2	8	--
11	11/5	E	9	1	9	criterion met, 1 of 3
12	11/12	F	9	1	9	criterion met, 2 of 3

How to read the log

- ☐ Baseline was the median of three forms on three days: 5, 5, 5, so 5. Not the average, not the last.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date: Probes 4, 5 and 6 (5, 6, 5) set under it three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: "answered yes to all ten in week one: a score of 5 that meant nothing" is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12: one more consecutive probe at 9 or better and the goal is met.

The progress report sentence this log produces

"On weekly rhyme recognition probes (10 items, untimed), Beau scored 5 of 10 at baseline in September and 9 of 10 on the last probe, 11/12, meeting the criterion for the goal."

PROGRESS MONITORING How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- Write the goal** from the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
- Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.
- ☐ Same day: score it, log the row, plot the point, look at the last three points.
- ☐ Friday: if three points sit under the aim line, write the change you are making on the log.

Print and prep

- ☐ Print one copy of each form for yourself. The student never uses this page — you read from it and mark on it — so one set lasts the year.
- ☐ The teacher copy is the one you mark on; the student copy stays clean.
- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal; print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a

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- 2 **Write the goal** from the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- 3 **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed.
- 4 **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- 5 **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
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What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is untimed and ten items long, so a score of 8 means the same thing on every form, and a student is never scored on speed.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

Rhyme Recognition – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is pairs judged correctly out of 10.

The teacher says two words and the student says whether they rhyme. Five rhyming and five non-rhyming pairs on every form, in random order, so a student who answers yes to everything scores five out of ten and is caught. The student does not read this page: it is the teacher's list.

Sample goal — invented; edit every bracket to fit the student

By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for [9 of 10] pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

BY (DATE)

CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE)

AS MEASURED BY (THIS PROBE: RHYMING, FORMS A-F, PAGE 5–10)

Baseline: give Forms A, B and C on three days and take the middle score

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ This is a listening task. Do not show the page to the student; you read from it and mark on it.
- ☐ Say: "I will say two words. Tell me if they rhyme. Cat, hat — those rhyme. Cat, dog — those do not. Ready?"
- ☐ Correct: yes or no, correctly, within about 3 seconds. Five of the ten pairs rhyme and five do not; if the student answers the same way to all ten, the score of five means nothing and the notes should say so.
- ☐ Untimed. Score all ten.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

.....

TEACHER COPY. Say both words. The student says whether they rhyme. · Untimed.

NAME

DATE

FORM

A untimed · 10 items

IEP GOAL THIS PROBE MEASURES

Sample: By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for [9 of 10] pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

log ☐ man

bug ☐ nest

rain ☐ door

ten ☐ cup

seat ☐ meat

tail ☐ mail

meat ☐ plug

ride ☐ side

bug ☐ rug

bake ☐ snake

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

1

2

3

4

5

6

7

8

9

10

Pairs judged correctly. Self-corrections count as correct. Write the score on the data log the same day.

Correct _____ / 10

TEACHER COPY. Say both words. The student says whether they rhyme. · Untimed.

NAME

DATE

FORM

B untimed · 10 items

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Sample: By [annual review date], when the teacher says 10 pairs of words, [Student] will say correctly whether the words rhyme for [9 of 10] pairs on [3] consecutive weekly probes, as measured by teacher-recorded rhyme recognition probes.

GOAL AS WRITTEN FOR THIS STUDENT (TYPE IT ONCE, THEN PRINT THE FORM)

.....

.....

green ☐ hat

horn ☐ milk

snake ☐ crib

book ☐ desk

night ☐ light

man ☐ fan

side ☐ farm

book ☐ look

pen ☐ ten

corn ☐ horn

TEACHER COPY: MARK EACH ITEM ✓ OR X, THEN TOTAL

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2

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Correct _____ / 10

Rhyme Recognition — Data Log and Graph

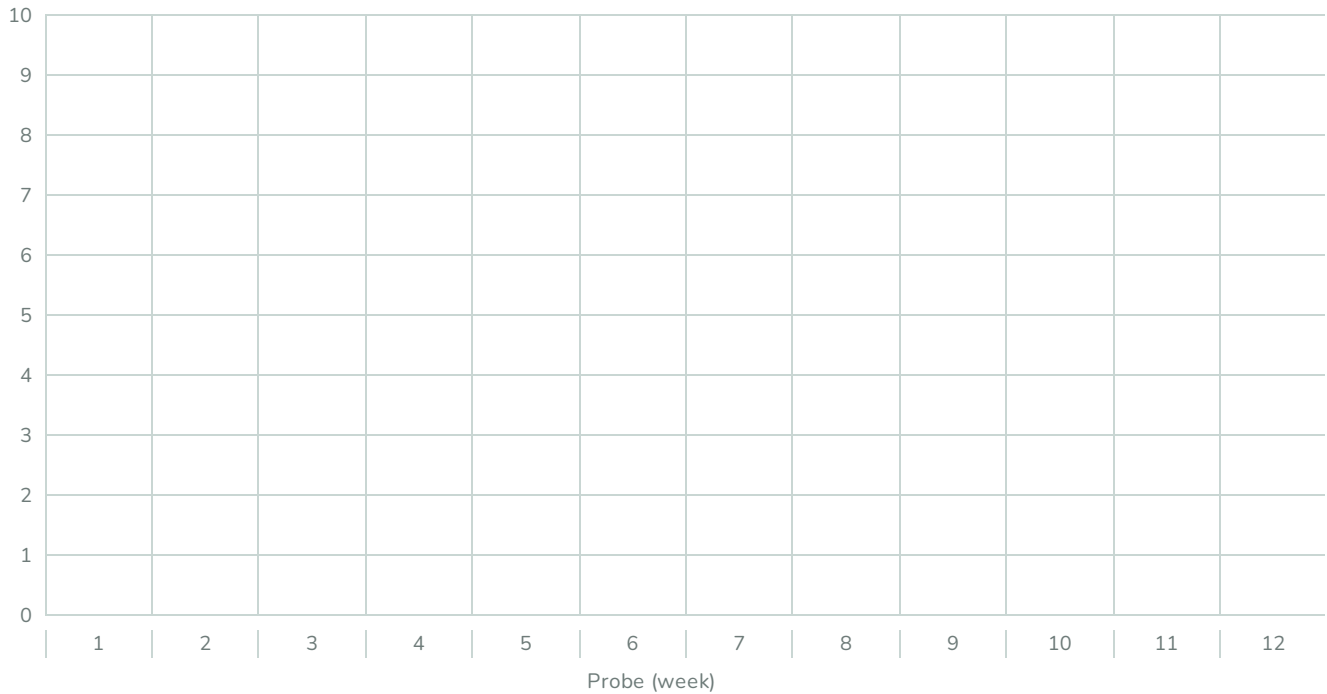
One row per probe. Three points in a row under the aim line is a decision, not a feeling: change the teaching and write what changed in the notes.

STUDENT

CRITERION / AIM

GOAL DATE

CORRECT OUT OF 10 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHING)

Rhyme Recognition – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

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- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

What it is for

Grouping. When six students sit on the same goal, the individual graphs answer “how is this child doing” and nothing answers “who needs the same fifteen minutes.” Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of ten folders.

EXAMPLE

A Filled-In Data Log (Invented Student)

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How to read the log

- ☐ Baseline was the median of three forms on three days: 5, 5, 5, so 5. Not the average, not the best.
- ☐ The aim line runs from 5 in week 1 to 9 at the goal date. Probes 4, 5 and 6 (5, 6, 5) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: “answered yes to all ten in week one: a score of 5 that meant nothing” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 9 or better and the goal is met.

The progress report sentence this log produces

“On weekly rhyme recognition probes (10 items, untimed), Beau scored 5 of 10 at baseline in September and 9 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 9 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.